DOCUMENT RESUME

ED 095 675 EC 062 775

AUTHOR	Naiman, Doris W., Ed.
TITLE	Community College Cooperation for Development of Staff to Work with Deaf Children.
INSTITUTION	New York Univ., N.Y. Deafness Research and Training Center.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE	74
NOTE	55p.
EDRS PRICE	MF-$0.75 HC-$3.15 PLUS POSTAGE
DESCRIPTORS	Aurally Handicapped; Child Care Occupations; *Colleges; *Community Cooperation; Conference Reports; *Deaf; *Exceptional Child Education; Junior Colleges; Nonprofessional Personnel; Residential Schools; *Staff Orientation

ABSTRACT

Presented are 12 reports given at two conferences on community college cooperation for the development of staff (such as dormitory counselors) at residential schools for deaf children. Institutions represented by reports include the North Carolina School for the Deaf, Oregon State School for the Deaf, Riverside City College, Gloucester County College, Virginia School at Hampton, Governor Baxter State School for the Deaf, New York School for the Deaf, Chicago City College, Duchess Community College, Rockland Community College, and Albany Home for Children. The following are sample report titles: "Using Community and School Resources for Inservice Training", "Development of Child Care Training in Chicago City College", "Implementation of a Training Program for Afterclass Staff", "Partnership Between Community Colleges and Child Care Agencies in the Training of Child Care Workers", "Utilizing Agencies as Training Centers", and "The Practice Component in Training Child Care Workers in Community Colleges". (DB)

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Community College Cooperation for Development of Staff to Work With Deaf Children

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DEAFNESS RESEARCH & TRAINING CENTER

Deafness Research & Training Center
New York University School of Education
1974

ED 095675

COMMUNITY COLLEGE COOPERATION FOR DEVELOPMENT OF STAFF TO WORK WITH DEAF CHILDREN

Edited by

Doris W. Naiman, Ph.D.

Deafness Research & Training Center

New York University School of Education

1974

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This publication was supported in part through grants from the Bureau of Education of the Handicapped, Office of Education, United States Department of Health, Education and Welfare, Washington, D.C. The opinions expressed here do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

The project was also sponsored in its early stages by the Deafness Research & Training Center, which is supported in part by grants from the Social and Rehabilitation Service, Department of Health, Education and Welfare.

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Preface

Despite the general recognition of the importance of dormitory counselors in the social and academic growth of deaf children, widespread improvement in the competencies of these staff members has been difficult to attain. A major part of the problem has been that changes need to occur along several dimensions at once. Dormitory counselors need to increase their knowledge and skills. And at the same time they need to be recognized for their increased competence, both by increased financial remuneration and by increased status.

Several schools have found that an effective way to work toward this goal is to enlist the cooperation of community colleges in their training process. In this way a career ladder kind of development is made possible. Dormitory counselors take courses taught by residential school staff members who are skilled in deafness related areas and by community college instructors who are specialists in such areas as child development and recreation.

At the same time the dormitory counselors accumulate credits toward an Associate Degree. Along with working toward a degree dormitory counselors usually have an increased feeling of self worth and have more status in the school. And finally, as dormitory counselors present recognized college credits, it becomes less difficult to obtain greater financial reimbursement for them.

Most community colleges are flexible in arranging programs to meet local needs. They have cooperated with schools to provide training on different levels, for (1) preparation of new personnel who wish to work as dormitory counselors in the school, (2) inservice training of current dormitory counselors, (3) inservice training of supervisory staff who will serve as trainers in their own school programs. Some community colleges also arrange for dormitory counselors to receive credit for supervised work on the job. The programs are being used to provide inservice training for teacher aides and other child care workers, as well as dormitory counselors.

This monograph grew out of two conferences at which representatives from residential schools for deaf children met with representatives from community colleges to explore ways in which they could work together to provide inservice training for afterclass staff in the residential schools. The conferences were sponsored by the New York University

Deafness Research & Training Center as part of a project to help residential schools develop comprehensive programs for staff development and inservice training of afterclass staff. The project was supported by the Office of Education, Bureau of Education of the Handicapped.

Included are reports on the experiences of seven residential schools in developing such cooperative programs. One school has had a number of years of successful experience working with a nearby community college. The other schools have just begun cooperative activities.

Also included are descriptions of joint programs of community colleges with other types of residential schools. At this time community colleges offer the most promising educational facility for meeting the training needs of residential programs. Hence training programs for child care workers within the community colleges are growing throughout the country.

In planning and implementing comprehensive programs for afterclass staff development, schools need to use all of their own resources and those of the community. This monograph, it is hoped, will encourage schools to seek and utilize the assistance of local community colleges and other local training institutions in meeting their own special training needs.

Acknowledgments

The development of the Inservice Training and Staff Development Program has resulted from the cooperation and efforts of many people. Of central importance was the strong support given by the superintendents of the schools participating in the program: Mr. Joseph P. Youngs, Governor Baxter State School for the Deaf; Dr. Roy M. Stelle, New York School for the Deaf; Mr. J. Jay Farman, New York State School for the Deaf; Dr. Ben E. Hoffmeyer, American School for the Deaf; Mr. Peter M. Blackwell, Rhode Island School for the Deaf; Sister Nora Letourneau, St. Mary's School for the Deaf; Dr. Hugo F. Schunhoff, California School for the Deaf, Riverside; Mr. James Little, New Mexico School for the Deaf; Mr. Archie G. Stack, Washington State School for the Deaf; Mr. B. J. Peck, Oregon State School for the Deaf; Dr. Edward W. Tillinghast, Arizona State School for the Deaf and Blind; Dr. Armin G. Turechek, Colorado School for the Deaf and Blind; Dr. David M. Denton, Maryland School for the Deaf, Frederick; Dr. Philip A. Bellefleur, Pennsylvania School for the Deaf; Mr. Rance Henderson, North Carolina School for the Deaf; Mr. Roy Holcomb, Margaret S. Sterck School for the Hearing Impaired; Dr. Charles M. Jochem, Marie H. Katzenbach School for the Deaf; Mr. W. J. McConnell, Virginia School for the Deaf, Hampton; Mr. Joe R. Shinpaugh, Virginia School for the Deaf and Blind, Staunton.

Essential to the success of the conferences exploring cooperation of residential schools with community colleges were the participants from both groups. Participants from the residential schools included: Ms. Margaret Gillespie, Ms. Mary Scott Russel, Ms. Oveta Smith, Mr. Don Massey, Mr. William Hisky, Mr. Gene Barr, Mr. Edward Harris, Ms. Connie Bathory, Ms. Betty Ohlinger, Mr. Denis Fallon, Mr. Ronald Teubner, Dr. Thomas J. Dillon, Mr. H. James Schroeder, Mr. Olaf Tollefson, Mr. Ray Ayala, Mr. William Harper, Mr. Donald Phelps, Mr. Arthur Wolf, Jr., Ms. Elizabeth F. Titsworth, Mr. M. H. Crockett, Ms. Margaret G. Epps, Mr. James Fowlkes, Ms. Catherine McMillian, Ms. Louise Abernathy.

Community College participants were: Mr. Ross Brewer, Clark College; Mr. Keith Godshall, El Paso Community College; Mr. William E. May, Riverside City College; Ms. Marian Peck, Oregon College of Education; Ms. Arthurlene G. Towner, California State University, San Francisco; Dr. Helen Bessant, Norfolk State College; Mr. Hartley Koch, Gallandet College; Mr. Lamar Womack, Western Piedmont Community College; Ms. Berminna Solem, Gloucester County College.

The following people also contributed a great deal to the national conferences in their roles as facilitators, lecturers and resource people: Mr. Jacob Arcanin, Assistant Superintendent, California School, Berkeley; Ms. Holly Elliott and Dr. Kay Meadow, Langley Porter Neuropsychiatric Institute; Dr. Roger Monroe, Director of Staff Development for Special Students, State of California; Mr. Ralph Neesam, Supervisor of Staff Development, California School, Berkeley; Mr. Paul Small, Dean of Students, California School, Berkeley; Mr. Ken Norton, Adjustment Teacher, California School, Berkeley; Mr. Peter Ripley, Assistant Superintendent, North Carolina School; Mr. William Sherman, Psychologist, Maryland School, Frederick; Mr. Gerald Vintinner, Assistant Dean of Students, Pennsylvania School; Mr. Don Westmoreland, Dean of Students, North Carolina School; Mr. Fred Yates, Assistant Principal, Virginia School, Staunton; Ms. Gertrude Galloway, Supervising Teacher, Maryland School, Columbia. Skillful interpreting at the national conferences was provided by Mr. Don Renzuli, Ms. Millie Stansfield, Dr. Earl Walpole, Mr. Louis Foxwell, and Ms. Paula Ottinger.

We are especially grateful to Dr. Schunhoff and Dr. Denton and the staff of the California School in Berkeley and the Maryland School in Frederick for generously hosting the two national conferences.

We wish to thank the Institute for Child Mental Health for the permission to reprint from their publications.

Project staff included Ms. Judith Clifford, New York University Deafness Center, Project Coordinator, and Dr. H. Mashikian, Director of Rockland Children's Psychiatric Hospital. Ms. Evelyn Anderson served as project secretary, handled the typing of publications, and assisted in the preparation of training materials.

Finally, the program was made possible in the early stages through the support of the Social and Rehabilitation Service, and during the major portion by the Bureau of Education of the Handicapped, U.S. Office of Education, Department of Health, Education and Welfare. Mr. Philip Schmidt guided us during the early stages of the project, and Ms. Judy Fein has been a continuing source of guidance and assistance.

Using Community and School Resources For Inservice Training

Peter H. Ripley
Assistant Superintendent
North Carolina School for the Deaf, Morganton

When considering the hows, whats, whens, and wheres of inservice training, school administrators are often faced with what appears to be a very challenging job in terms of putting together a package of staff development which will be meaningful for the target group. However, when the task is dissected into small components, it can easily be seen that within the framework of the school family, as well as the community at large, there are resources available to put together a package of inservice training that will indeed meet the needs of the staff.

The North Carolina School for the Deaf has for the past several years involved itself in the task of preparing dormitory personnel for more meaningful interaction with its students.

Initially, the requirements for dormitory counselors as established by the Conference of Executives of American Schools for the Deaf were used as a framework upon which all subsequent inservice training could develop. In its initial stages the inservice program at NCSD provided only those competency areas that were required/suggested by the Conference of Executives. As the program grew, additional course offerings were added to the framework.

That part having been completed, i.e. the selection of competency levels to be dealt with, school administrators looked at ways by which the program could be implemented. The first step was to consider when inservice training should be offered. Should it be a true inservice kind of program and be offered as a part of the regular duty schedule or should it be a block of time set apart, preferably in the summer, when staff members, free of other burdens, could direct their full energies to absorbing and assimilating inservice curricular offerings? In its initial stages the inservice program was taught during the school term during off duty hours. This provided some opportunities for relating actual on the job experiences to those topics of discussion in classes. However, it was felt that the inservice program handled in this

manner was far too "strung out." As an example, a course in manual communications might meet twice a week for 18 to 20 weeks. This was not the kind of concentrated effort that was needed to produce the desired results.

In its second year the inservice program was moved to a summer schedule which allowed staff members, either existing or new, to be together as a group over a five week period. This seemed to work better, and this format was continued for subsequent training years.

In the first summer of the concentrated inservice program a new dimension was added. Other states were invited to send participants to the summer institute and the result was very rewarding. The addition of other staff members who have the same kinds of problems allowed for a kind of sharing during class discussions. This sharing of problems, and a discussion of solutions, led professional dormitory staff to conclude rather quickly that their own problems were not unique to one given state. It is felt that this dimension of the Summer Dormitory Teachers Institute was perhaps one of the most valuable of all the experiences.

Inservice training programs are not something that can be put together without costs. Most schools find that they have limited resources in this area and are, therefore, constantly looking for ways by which they can fund certain programs without the continued problem of monitoring projects that are generated by federal funds. In attempting to find the necessary money to pay interpreters and instructors, the North Carolina School for the Deaf very quickly became friendly with a neighboring community college. The community college system in North Carolina, and in most other states, has some division within the framework of the college that is directed to adult education. These monies can be used to set up a variety of courses as long as enrollment is sufficient and stable. These monies were sought by the School for the Deaf through the Adult Education Division of Western Piedmont Community College in Morganton. Through the cooperation of the college, NCSD was able to pay staff members for the program and provide interpreters for deaf participants.

After the framework and format had been developed and the college consented to fund the project, we looked internally for staff members who could work effectively in various kinds of curricular offerings. The resources to work in the area of sign language, psychology, and physical education were readily available from our own staff. These individuals formed the solid nucleus for the instructional component.

In the first summer of the program an additional course offering was added to the framework. This course was referred to as "Principles of Dormitory Teaching" and touched on the topical areas of psychology, history of education of the deaf, and a variety of general overview subjects which brought staff members in contact with the multi-faceted profession of which we are a part.

This course called in various other individuals from the school staff, also paid for by the community college, who could address themselves to various elements of their involvement with deafness.

The "Principles of Dormitory Teaching" was among one of the more popular course offerings during the summer institutes. This appears largely to be a result of the wide variety of topics which were discussed and touched on during the duration of the course.

Believing that dormitory personnel are professionals, and that as a result they should be involved in certain instructional activities, we offered to the participants of the summer institute a course in media preparation and usage. The class was well received and was continued during subsequent project years.

Perhaps one of the most intriguing aspects of the entire inservice training program for dormitory personnel was the fact that the entire cost of the project to the school was less than $200.00 per year. This excludes the commitment that was made by school personnel and the time in which they involved themselves during the development of courses and other general plans related to the operations of the summer institute.

The main point to be remembered in developing inservice training programs for dormitory personnel is that it can be done at the local level and that there are resources which can be used to implement very strong and profitable inservice training programs. These resources are available in almost all communities and if they are not available in the immediate community, nearby areas generally can provide the kind of service through universities and colleges which will allow for the provision of inservice training.

As a footnote to the entire process of inservice training at the North Carolina School for the Deaf, it should be noted that other states have adopted the same basic plan for their own inservice programs. As a result, the North Carolina School for the Deaf has not been able to open up its summer

program to neighboring states. Although this might be thought of as an indictment against the plan, we feel that it is quite complimentary inasmuch as the North Carolina plan has been used by other states in the provision of inservice training.

Staff Development at the Oregon School for the Deaf

Marian Peck, Instructor
Oregon College of Education

and

B. J. Peck, Director
Oregon State School for the Deaf

Staff development has long been an item for discussion at the Oregon School for the Deaf, but little was done in a systematic manner. Following the Staff Development Workshop sponsored by New York University and held on the Berkeley School for the Deaf campus in November, 1973, a different approach began to emerge concerning staff development. That workshop was very informative and highly motivating, unlike some workshops previously attended. The free and open discussions which were encouraged during the entire workshop produced a number of new concepts and changed attitudes concerning the overall staff development process. The sharing of ideas and past experiences by those who were in attendance and the leadership from those conducting the workshop were extremely beneficial. We came away from the workshop with a much broader picture of staff needs and the developmental process by which those needs should be met.

Needless to say, the implementation of such a broad concept of staff development is a long range process. Before any systematic implementation can take place, some "in depth planning" with wide staff representation must take place. It must also involve the participating training agencies. From the brief amount of planning that has occurred to this date, we see our staff development program including two broad areas. The first area includes skills and information necessary to perform within the organizational structure. Each program and department supervisor will assume responsibility for this on-campus staff interrelationship training. The second area will, primarily, cover the training necessary to help staff members acquire desired skills and knowledge in order to perform their job as it relates to meeting student needs. Training of this nature will, for the most part, require the services of training agencies from off-campus sources, such as a community college, a state teacher education college, or a state university. The third area of training will consist of a continuous inservice training project to enhance the supervisory staff's ability to properly interrelate with program and

department employees. This will be the responsibility of the top administrative personnel and will involve, for the most part, a consistent approach that will be utilized to meet the needs of individual staff members.

In an effort to begin implementation of these three areas of training, planning has been initiated and training agencies have been contacted. However, during the last few months of this 1973-74 school year, we began to encounter some problems, many of which are not uncommon in most schools for the deaf. The first problem which is with us constantly was that of acquiring sufficient funding. However, for the immediate future, a small amount of funding has been made available. A second problem area, which is somewhat new to us, revolves around contract negotiations with representative labor unions. The conditions under which employees can now be requested to work and/or participate in training programs has been considerably narrowed by the last bargaining sessions that occurred during the month of April. As we begin to try new ideas to see if they will fit into those working conditions, staff development opportunities are looking much brighter at this point in time. There are, of course, many other minor problem areas that have been encountered and, no doubt, will continue to present some difficulty. Some of those problems involve lack of sufficient vacant time periods during the working day, schedule conflicts, staff motivation, the development of training materials, etc.; but, with proper planning and a broad involvement of staff members, these kinds of problems should be significantly reduced.

Even though we have encountered some major and several minor problems, a small amount of staff development has occurred and plans are being made for future projects. First, the total communication approach was adopted during this school year as part of the school's educational philosophy. This meant that the staff as well as students needed to develop proper and consistent skills in this method of communication. Through a cooperative effort with the State Department of Education, the Oregon State University Speech Communication Department, Chemeketa Community College, and several key staff members, a staff development project was implemented. The Basic Adult Education Division at Chemeketa Community College conducted several courses on our campus that could be taken for credit or noncredit. This was geared to meet the needs of the teaching staff and was scheduled at a time convenient for them. Second, since a number of other staff members could not attend those classes, the Speech Communication Department from Oregon State University, under the direction of Dr. Harlan Conkey, developed a training program involving printed material and individualized cassette video tapes. This material was made available in the Staff Information Center. At the

convenience of individual staff members, each staff member was asked to take 30 minutes from his work day to progress through this training program at his own rate of development.

A third area of staff development has resulted from a research project being conducted by Teaching Research from the Oregon College of Education campus. This project is attempting to establish classroom teaching methods based upon behavior modification principles and the prescriptive teaching approach. Thus far, eight teachers in the Primary Department have completed that program of training. A fourth training project is being planned for the last two weeks in August just prior to the opening of the next school year. This project will be in cooperation with the Teacher Training Program at the Oregon College of Education and will be aimed, primarily, at helping Dormitory Counselors improve their ability to help students acquire living skills. Also, part of the training time will be devoted to the completion of a Living Skills Curriculum Guide. The development of this Guide was initiated several years ago, but lacked total involvement of staff members who would be asked to implement it. The Curriculum Guide, when completed, will provide a curriculum designed to meet the living skills needs of children ages 4 through 20. Hopefully, some time will be set aside during the two week project to allow counselors to plan for dormitory activities on a week by week basis for the following school year.

We are hoping that this coming school year will find us improving upon all areas of staff development. The overall concept of staff development will need to be broadened for each supervisory staff member. A consistent and regular planning project will need to be reemphasized and implemented. An assessment of staff needs will need to be completed early in the year with a broad staff involvement and previously implemented projects that will be continued must be reevaluated and upgraded wherever possible.

We feel certain that this kind of an approach will, no doubt, result in a very exciting and profitable year for our staff development program.

Implementation of a Training Program for Afterclass Staff

William R. May, Coordinator
Program for the Deaf
Riverside City College

After the workshop at California School for the Deaf, Berkeley, in the Spring of 1974, Betty Ohlinger, staff development coordinator at California School for the Deaf, Riverside, and I spoke to Dr. Richard Brill, superintendent of the Riverside School, about the possibility of developing a program for training afterclass staff at Riverside City College. Dr. Brill gave his approval and assigned Dr. Robert Lennan (Assistant Superintendent of the Deaf Multiply Handicapped Unit), Mr. Don Massey (Supervising Counselor of the DMHU), and Ms. Ohlinger to be a part of the Advisory Committee. The other committee members are teachers in the program for the deaf at Riverside College. They are Mrs. Bette Fauth, Mr. Vincent Chalk and I, who headed the committee.

The Advisory Committee met four times to discuss the necessary courses needed for this program. After these meetings, a program of courses was agreed upon by the committee, and these are presently before the Board of Trustees for final approval.

The plan, including purposes, objectives, description of duties, and the required coursework and electives for students to be granted an A.A. degree in this area follows.

We are looking forward to implementing the program in the fall of 1974, and have received confirmation of interest on the part of approximately 40 students who have been in our manual communication classes at Riverside City College. We hope eventually to expand the program so that we may include training in all areas of serving the handicapped.

Resident Counselor and Teaching Assistant in Special Education Program

I. Purpose

A. The proposed two year college training program, leading to an A.A. degree at Riverside City College would provide the knowledge, understanding, and insight

necessary for successful entry level performance for both the Counselor and Teaching Assistant positions. Under existing conditions, Counselors and Teaching Assistants joining the staff of one of the special schools require several months of on-the-job training before they achieve a minimal level of performance. The attrition rate among the new, untrained Counselors and Teacher Assistants is high due to their lack of prior understanding of the position and its requirements, as well as their discovery that they are not suited for the job.

B. At present, candidates for the position of Counselor and Teaching Assistant generally have had no prior contact with handicapped children, or specific preparation to work with them. Selection of qualified people for these two positions is currently limited to (1) performance on a written civil service examination, and (2) a brief oral interview. The proposed program at Riverside City College would provide: (1) the candidates with an opportunity to determine their own interest and aptitude for this type of career, (2) the necessary background, knowledge, and skills for successful on-the-job performance, and (3) an opportunity for the various special schools to evaluate potential candidates over an extended period of time.

C. The entry level requirement for Counselor, Department of Education, Special Schools is two years of college, preferably including such courses as physical education, recreation, child growth and development. However, the course of study may be in any area. Full time paid experience in education, nursing, or recreation work with groups of boys or girls (not necessarily handicapped) may be substituted for a maximum of two years of the required education on a year for year basis. The present entry level requirement for a Teaching Assistant is a twelfth grade education or equivalent. Experience in working with groups of children in positions such as nursery school attendant, recreation worker, or dormitory attendant may be substituted for two years of the required education on a year for year basis.

II. Objectives

A. To prepare resident counselors and teacher assistants for special education.

B. To prepare those employed by developmental centers for severely retarded and day care centers to qualify for valid California credentials.

A Counselor in the Department of Education, Special Schools, plans, directs, organizes and carries out the supervision, generally outside of classroom hours, of resident students housed in a Department of Education special school for the handicapped; provides activities and group and individual counseling programs designed to ensure the continued health, safety, and well being of students; reinforces instructional programs; communicates and coordinates with teachers and other staff regarding work with assigned students; meets with parents of students to discuss student progress, problems, and to explain school programs, policies, and methods; enforces school rules and maintains discipline among the students; plans and conducts recreational and social activities; supervises study periods and provides assistance in the instruction of academic subjects; trains and assists students in bathing, dressing, bed-making, personal hygiene, and grooming; makes attendance reports; maintains surveillance of sleeping students during the nighttime; keeps laundry records and clothing inventories; sorts, checks, and distributes laundry and linen; drives cars or buses to transport students to various appointments off campus; keeps records; prepares reports on students' behavior and activities, and does other work as required.

A Teachers' Assistant, Special Education, assists the teacher in the conduct of lessons and other classroom activities for the physically handicapped, mentally retarded, emotionally disturbed or socially maladjusted children, individually and in groups; operates audio-visual equipment; assists in the preparation of graphic and written teaching materials; keeps routine records; grades objective examinations; checks student test correction; attends to children's physical needs in the classroom; assists in supervising children on the playground and on educational field trips; confers as needed with teachers concerning programs and materials to meet student needs; files and stores materials as directed; and does other work as required.

III. A. A.A. degree program designed to prepare resident counselors and teacher assistants for employment in Special Education and as Residence Hall Staff in Special Schools. Qualifies students to meet the requirements of the California Civil Service Commission.

Freshman	Fall	Spring	Sophomore	Fall	Spring
Physical Education (Required of students under 21)	1	1	Physical Education	1	1
English 50AB or 1AB	3	3	American Studies	3	
Health Science 1 or PE44	2	3	Behavioral Science (Sociology 1)	3	3
Science Requirement	2	3	Humanities (Art 3, 5, 22, 23)	2	2
Home Economics 7			Sociology 50 CD	2	2
Psychology 53			(Work Experience)		
Sociology 50AB (Work Experience)	3	3	Sociology 12-45	1-3	
Sociology 1-2	2	2-3	Electives	5-7	5-6
Electives	2				
	15	15-16		14-18	13-14

Suggested Electives

Dactylology 7-ABCD (for Specialist in Deafness)	2 2 2 2
Art 3, 5, 22, 23	3 2 2 2
Education 1, 50, 51	3 3 3
English 30	3
Music 1	3
P.E. 27, 28, 30, 36	1 1 2 2
Home Economics 4	3
Sociology 2	3

Work Experience -- late afternoon, evening, dorm counselor during scheduled hours.

First Steps in Cooperative Efforts

Berminna Solem, Instructor
Child Development Assistant Program
Gloucester County College

Gloucester County College, Sewell, New Jersey, was pleased to be included in the conference concerning staff development in residential schools for the deaf which was held at the Maryland School for the Deaf in February, 1974. As a teacher of students enrolled in the Child Development Assistant Program, I found the conference very worthwhile.

The opportunity to exchange ideas with those who share similar problems was appreciated. Several of us who attended the conference have continued to communicate. In particular, we have shared information with Norfolk State College and Pennsylvania School for the Deaf. Attending the conference with representatives from the Marie H. Katzenbach School has increased the feedback between the facilities. We had previously established an overnight placement for our students. However this conference has provided the impetus for broadening our relationships. We have discussed sharing materials as they are developed and they have invited us to participate in a proposed staff training film.

The CDA program, which leads to an Associate in Science Degree, is relatively unique in our area. It was developed in response to the need for competent staff to serve as a liaison between the highly trained specialist and the child. In the past, particularly in residential settings, the people who spent the most time with the children were those with the least formal preparation.

The needs of the exceptional child, as well as child development, are stressed by Gloucester County College's CDA program. Students observe and work with children throughout their college experience. Four courses, one each semester, are combined with practical experience in the field---Child Development Seminar; The Residential Child; Human Development Seminar, and Child Care Techniques. Other major area courses are: Health and Disease in Children and Adults; Physical Education for Handicapped Children; Art for the Handicapped, and Music for Handicapped Children. Students are prepared for paraprofessional positions in a variety of settings, including

residential schools. Since several of our graduates have been hired by the Marie H. Katzenbach School for the Deaf as cottage parents, the conference was of much specific value to us.

The two handbooks, Staff Development in Residential Schools for Deaf Children and Inservice Training for After Class Staff which were provided at the conference, provided much material not included in textbooks concerning the exceptional child. They were encouraging to us because the behaviors and attitudes stressed by the handbooks closely parallel the objectives we have established for our students.

All of the audiovisual materials presented at the conference were well thought out and we hope that they will become available for our use in the future. The video tape entitled "Communicating Effectively With Deaf Children" would be particularly helpful to us.

The sessions on those "hard to talk about, easy to avoid subjects" were stimulating. The role playing was particularly well done. We have been using the technique quite extensively in our program. Needless to say, I adopted the situation presented almost totally to use in class. Interestingly, our students were a little more inhibited in their approach but developed the same general attitude.

It seems somewhat premature to evaluate the full effects of the conference. We believe that its impact is just beginning and that it will be ongoing. If there are any similar conferences planned for the future, Gloucester County College would be most happy to participate. We hope to become more and more involved in working with the residential schools for deaf children in our area.

The Process of Setting Up a Cooperative Program at the Virginia School in Hampton

Catherine McMillian, Dormitory Counselor
Virginia School at Hampton

It was during a workshop on Afterclass Staff Development held at the Maryland School for the Deaf that we met Dr. Helen Bessant from Norfolk State College in Norfolk, Virginia, who was instrumental in the cooperation we are receiving in setting up our program for Afterclass Staff. During a discussion on how community colleges can aid institutions in their training programs, Dr. Bessant expressed an interest in working with our school in setting up such a program. After that session I met with Dr. Bessant, and after some discussion, at Dr. Bessant's suggestion, a tentative date was set to have her meet with a committee from our school which we would name upon our return. Here the momentum began. It rose and fell many times before our final meeting.

In early March our initial meeting was held with Dr. Bessant from Norfolk State College and about fifteen representatives from various departments on campus, as we thought it to be a good idea to include the whole school in planning.

After that meeting there was a bit of frustration, and we felt this was due to a lack of understanding of the total purpose and aims of the program. However this did not discourage us, and we were receiving encouragement all the while from Dr. Bessant, who kept the line of communication open between our Student Life Office and Norfolk State College.

So there were more meetings, one of which brought Dr. Doris Naiman from the New York University Deafness Center to our rescue. Mr. M. H. Crockett, Director of Instruction and Student Life, being determined to develop a program for the Afterclass Staff, called three of us in and said, "We are going to work out an outline for this program, and I want it immediately." We followed the guideline from the N.Y.U. Deafness Center Handbook for Staff Development in Residential Schools for Deaf Children and the suggestions from Dr. Bessant of Norfolk State College, and in a few days we presented the material to our superintendent, Mr. W. J. McConnell and to Mr. Crockett.

On May 27, 1974, I met with Dr. Naiman and Dr. Bessant at the Deafness Research and Training Center in New York to discuss our outline and draft final plans for our Afterclass Staff Development Program, to be carried out with the cooperation of Norfolk State College. Upon returning I met with Mr. McConnell and Mr. Crockett to report the progress made at that meeting. My report, including the close cooperation of Norfolk State College, was accepted with minor changes. Questionnaires were sent to all members of the Afterclass Staff asking for suggestions as to the subjects they felt were most needed in the program.

An ongoing program with the cooperation of Norfolk State College has been set up, beginning with a workshop August 26-29, 1974. Norfolk State College is exploring the possibility of offering Continuing Education Unit Credits to nondegree staff members. We are hoping that our other neighboring colleges will become involved in the near future.

A Foot in the Door in Spite of Frustration

Joseph P. Youngs, Jr., Superintendent
Governor Baxter State School for the Deaf

Efforts to establish a program for instruction of dormitory houseparents in a local college have met with considerable frustration. The University of Maine has a campus in the Portland area and efforts to establish programs in the Continuing Education Division on the Portland campus have met with considerable resistance. This is due largely to the inner workings of the local University of Maine system.

Several courses have been offered in the past, primarily in the area of language and oral rehabilitation.

A program in manual communication is offered within the school system for the afterclass staff. This has met with considerable success and has resulted in interest on the part of the Maine Bureau of Rehabilitation, Division of Vocational Rehabilitation. As a result of their interest, programs on manual communication will be offered for credit by the Continuing Education Department on a grant from VR. A special introductory course in sign language will be offered in August followed by a semester in advanced manual communication in the fall and a semester on interpreting for deaf persons in the spring. These courses will be available to afterclass staff for a fee of $5.00, for which they will earn three semester hours credit.

It is our hope now that the "foot is in the door," we may begin to develop more programs for afterclass staff in other areas such as child growth and development, and deafness.

During the past semester a faculty member from the University of Maine conducted a program on deaf children with behavior disorders for the afterclass staff. This did not carry semester hours credit but was fairly well received by the staff.

A Beginning Joint Endeavor

Kendall D. Litchfield, Assistant Superintendent
New York School For The Deaf

As an outgrowth of attending the Inservice Training Institute for Afterclass Staff, sponsored by the New York University Deafness Research and Training Center, the New York School for the Deaf entered into a cooperative program of Field Experience with the local community college. Westchester Community College, Valhalla, New York, was contacted and through their Department of Human Services, a cooperative endeavor to send interns into the school's afterclass program was initiated.

Six students from the College were selected by the Department of Human Services to visit the school and observe the program. Each expressed a desire to serve their internship at the school. A schedule was set up to allow each student to spend from 9 to 12 hours a week actively participating in the afterschool program. Under the direction of the Dean of Students, each college student worked with afterschool staff in the recreational program, tutoring and counseling. An evaluation of each student was made by the staff.

The program was a success, with both the college student and the deaf children profiting from the experience. This program will be continued in the fall.

Development of Child Care Training in Chicago City College*

Joan W. Swift, Director
Human Services Institute
Chicago City College

Two years ago at a statewide conference in Illinois, similar in concern to this meeting, I began my remarks by raising the following questions: "What, if any, is the role of the community college in the preparation of child care workers? Where, as professional educators, can we help in the task of providing appropriately trained staff for child caring institutions? Or is our help needed at all? Should staff training, below the professional level, be entirely an inservice function leaving general education to the colleges, specialized training to the professional agencies?"

That was two years ago, and since then we have begun to find the answers to these questions within our own college. We have developed a child care program that provides training for persons at a number of different levels of experience, training, and academic accomplishment. We believe that the community college can play an important role in this field. In cooperation with the Child Care Association of Illinois and several local child care agencies, we are attempting to define this role more explicitly.

Our Residential Child Care training program is one of a number of programs developed within the Human Services Institute of the Chicago City College to meet the need for more and better trained manpower in the fields of education, child welfare, and social service. Other curricula offered in the Institute program include the Preschool Education curriculum to train persons for work in nursery schools, day care centers, and Head Start classrooms; the Teacher Aides curriculum to train persons to work as aides in elementary and special education classrooms; and the Social Service Aide curriculum, to train persons for work as aides in community action programs, in youth serving agencies, in family welfare, and in recreation.

The Chicago City College is a public junior or community

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college, serving (as its name implies) the city of Chicago as a whole, through eight neighborhood based campuses. The College has traditionally offered the first two years of a liberal arts education and has only recently turned its attention to providing vocationally oriented courses such as those for child care workers. This change is one which is national in scope, as "junior colleges" become more realistically "community colleges," in attempting to provide education beyond the high school level for all members of the community they serve---whether this education is in the form of traditional academic courses, is remedial in function, or serves the purpose of vocational advancement.

The "community" served by the Chicago City College is as broad and as heterogeneous as any large metropolitan community, and each of its campuses, therefore, has its own clientele, with interests and needs characteristic of the population it represents. The particular campus at which the Child Care program developed, the Wilson Campus, is located on the south side of Chicago, in a low income, inner city black community. Residents in this community are interested in finding new educational and vocational openings for personal economic and social advancement. We have been concerned, therefore, with the development of new curricula that would provide opportunities of this kind for members of our community. This particular program was initiated and developed by the College in response to the need expressed by two state agencies for better trained personnel in the field of Child Care. One of these agencies was the Illinois Department of Mental Health, the other the Illinois Department of Children and Family Services. The Department of Mental Health was interested in staff for its own programs. The Department of Children and Family Services was in the process of raising the licensing standards for child care facilities, primarily day care, and needed a program to which persons could be referred for appropriate training. An education requirement of two years of college was being proposed, and it was necessary that a relevant and meaningful training program at the two year college level be developed to meet this requirement.

The program, initiated in the fall of 1964 and now in its fifth year, started with a small group of about 20 students enrolled in a single class. This term's total enrollment in the Child Development program (including both Preschool and Residential Child Care) is over 600 at Wilson Campus alone, and five other campuses are offering courses in the program, though on a more limited scale. We offer extension courses at four residential child care agencies located within the city.

Two factors we believe have been responsible for the rapid

growth of our program. The first is the recognition by a number of child care agency administrators of the importance of upgrading their presently employed child care staff. In general these were not the large state agencies which had initially requested the development of our program, but were smaller voluntary agencies. In some agencies this need was seen by the administrator in terms of providing staff with needed skills so that staff in turn could provide better care to the children. In others, it was seen as an inducement to attract and hold professionally oriented staff by providing an opportunity to attend college credit courses leading to a degree and to further professional development. Among our largest group of "customers" were a number of Catholic institutions attempting to bring about basic changes in attitude and approach to child care on the part of their staff.

The second factor in the rapid expansion of our program has been the large number of people in our community for whom the field of child care had unexpectedly strong appeal. These are people who are not only attracted to the field of child care but are also interested in preparing themselves academically for this type of work. The publicity given Head Start and the emphasis in the press on the importance of childhood experience has seemingly awakened many people to the possibility of professional or paraprofessional employment in the field and thus stimulated them to seek appropriate training. We believe that our experience demonstrates the existence of a major relatively untapped source of manpower for child care positions. Our experience has also shown us that there are certain strings attached to this otherwise admirable resource. I will discuss these in more detail later.

Our program has been geared to both types of students described above; the person with little or no experience with children, who is entering the field for the first time, and the person currently employed in a child care institution or program. In general, we have found that the two groups mix comfortably in class despite the difference in experience.

I mentioned earlier that our program provides training at a number of levels. Our major emphasis is placed on our two year Associate in Arts degree program, but we have developed in addition 1) a Career Readiness Program for persons who are entering the college for the first time without the academic skills necessary for college level performance, 2) a one year certificate program for persons who are interested only in the specialized courses in the Child Care Sequence, and 3) opportunity for enrollment in single courses for persons interested only in special topics.

Our Associate in Arts degree program is made up of 60 credit hours, roughly divided between general education courses necessary to meet the A.A. degree requirements of the College, and specialized courses in the area of Child Development. The latter includes 1) a core of child development courses: Human Growth and Development, Child Care, Health and Nutrition, and Child Study, stressing the understanding of basic principles of children's physical, mental and emotional development; 2) specialized courses specific to the general area of residential child care including: Introduction to Group Care of Children, Principles of Child Care Practice, Group Process, and Activity Programming; and 3) a Practicum of approximately 300 hours carried out in cooperation with child care institutions in the community.

Supervision of the practicum is shared between the college faculty and agency staff. The specialized courses in the curriculum, as in all our Human Services curricula, are taught by faculty members who have themselves had experience as practitioners in the field, as well as possessing the necessary academic qualifications for college teaching. The faculty is drawn from fields of social work, child development and education, thus providing the student with an interdisciplinary approach to the child care role.

Our students come to us primarily from the local community, or from institutions in other parts of the city which have specifically directed their staff to us. Contrary to the traditional image of the junior college student, our students in this curriculum are generally not in their late teens, or early twenties, but older women and men, with considerably more maturity and motivation than recent high school graduates. The majority of our students have completed high school; many have not. Our college has an "open door" policy, which admits any person 21 or over without a high school diploma as a provisional student regardless of academic level. If the person can complete these college level courses successfully, he or she is accorded regular college student status.

This "open door" policy applies to our Child Care specialization as well. Shocking as it sounds we do not have initial screening of the students who enter our program. The reasons for this lie primarily in the conditions under which we work in the college; a huge student body, with tremendous turnover, very small counseling staff, and no funds available for specialized screening procedures. Students are admitted to our introductory classes on the basis of their stated interest. Once in the program, beyond these introductory classes, the students become known to us as individuals and we attempt to

counsel them toward the type of specialization which seems best suited to their skills, interests, and personality. In the Practicum, of course, we are able to observe the student in action, "in the round" as it were: interacting with the children in a variety of situations, with peers, and with superiors.

I have indicated that we have worked closely with the residential child care field both in setting up our program, in refining our curriculum, and, of course, in relation to the Practicum. Members of our staff participate in the Council on Training of the Child Care Association of Illinois. As we do for all our Human Services curricula, we have an Advisory Committee for the Child Care Program made up of professionals in the Child Care field.

A current project sponsored by the Child Welfare League of America has brought us into an even closer working relationship with the Child Care Association of Illinois and has provided us with an opportunity to experiment with a new format for the preparation of child care personnel. This research and demonstration project is funded to the League from the Office of Education and subcontracted to colleges in 5 cities across the country. It provides for 12 weeks of intensive training, including placement in a child care setting two days a week. This we see as a "career readiness" program, providing training for entrance level positions in the field. We are hopeful that the graduates of this program will enter the college program and continue on their career development after employment. An important component in the project is its cosponsorship by the Human Services Institute and the Child Care Association of Illinois; the former responsible for curriculum and instruction, the latter for practicum and job placement. The present close working relationship, we believe, will provide the basis for a mutually beneficial cooperative relationship between the Association and the College.

Our answer to the initial question raised should be clear. We have found that the community college can play an important role in the preparation of Child Care personnel. This role involves recruitment of interested and motivated individuals to the field who might otherwise be unaware of the possibilities of this work, provision of basic knowledge, skills, and attitudes necessary for successful work with children, and opportunity for the individual to demonstrate his ability to function effectively in the child care worker role while still in training.

For the community college to be utilized most effectively

there must be close cooperation with the child care profession as a whole. I have indicated some of the ways in which we have attempted to achieve this working together by relating our educational program very closely to agency practice and philosophy. There are, however, some additional steps which need to be taken by the child care profession itself if our community college graduates are to become a significant source of manpower for the field. These are the strings I mentioned earlier in my discussion.

In our program, we have tapped a large pool of individuals who bring many assets to the field of child care: they are warm, mature, patient, intelligent and highly motivated individuals who enjoy children. Many have done volunteer work with children, many have raised families of their own. Their continuous attendance in college provides proof of stability and sense of responsibility. They are willing and ready to work hard in this field for which they have prepared themselves. But these very factors make them unwilling to accept working conditions which are incompatible with the standards they have set themselves.

Graduates of college child care training programs are not going to settle for dead end routine jobs. If they are people who can involve themselves appropriately in a way to support and stimulate growth in a child, they are people who see themselves as part of the treatment team. They see themselves as growing and moving upward in a career as they gain experience and skill in the work they have trained for. The concept of the career ladder is reality, almost a necessity for this group. They are looking for meaningful work, with hours and working conditions competitive with other jobs that are opening up for them. Money, despite its tremendous importance, takes second place to opportunity for meaningful, self-fulfilling work.

The community college is not a place to recruit persons for custodial and dead end positions. It is a resource which can provide motivated, upward mobile staff, interested in career development.

The Education of the Child Care Technician at Dutchess Community College*

Jack Patten, Director
Department of Social and Community Services Technologies
Dutchess Community College

Development of the Program

After two years of investigation and planning, the child care program at Dutchess Community College was started in the fall semester, 1966, with an initial enrollment of twenty two young men and women. The venture received its initial impetus from Dr. Ian Morrison, Executive Director of Greer Children's Community and currently President of the Association of Child Care Agencies of New York State, in conference with Dr. James F. Hall, President of Dutchess Community College, and the writer, then a psychological consultant to Greer and an employee of the New York State Department of Mental Hygiene.

In keeping with the college's practice, an ad hoc committee of representatives of institutions and agencies in child care was established to help the college administration and faculty in planning the new curriculum. The program was developed under the supervision of Dr. Lewis Fibel, then Dean of the college's Collegiate Technical Division, and his successor in that position, Dr. Lewis H. Monaco.

The curriculum, established after considerable research by and discussion with the ad hoc advisory committee, embodied a balance between general education courses and technical requirements. In the intervening years, it has undergone only slight revision.

The purpose of the program is to educate men and women to fill the position of child care technician, thereby to render to children in institutions the "parenting" services hitherto offered by houseparents, cottage parents, and counselors---generally called child care workers---and also to give to these children the developmental guidance necessary for their eventual participation as complete family members and contributing

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adults in their society.

The curriculum planners and promoters rejected the generalist concept which claims that people can be taught, in a scant two years of college, the skills necessary to enable them to work effectively in a variety of subprofessional positions in different community agencies and institutions. To the contrary, the graduate child care technician is seen as a child development specialist versed in group and individual work with children in the institutional setting.

Paying attention briefly to the technical offerings in the curriculum, it will be noted that the student, in his first year, receives two semesters of instruction in child and adolescent development. This may be considered to be the foundation of the program. Without the understanding of child development afforded the student here, his other studies of children and institutions will be of little value to him in his future employment.

In studying institutions, the student, in his first semester, visits one institution per week. At each institution, he sees the facilities, meets key staff persons, and learns of the institution's program for the children in its care.

During the second semester, the student is given the opportunity to make a study of the child in institutional care. In class, he learns of the variety of personal and family problems which impede so many of these children in their development. Also he explores methods for rehabilitation and continuation of the child's maturation. In the field, the student completes two case studies of children in cooperating institutions.

During the third semester, the techniques employed in child care are studied. And group practices with institution children are explored during the fourth semester. Throughout the entire second year, the student is assigned to work for the equivalent of one day each week in an institution in a child care position.

Thus, it will be seen that (1) a thorough knowledge of children is fundamental to the curriculum and that (2) the student seeks to learn to assist children in their rehabilitation and development through use of a variety of techniques in a controlled and manageable environment. In addition, because of their own convictions, the instructors endeavor to impart to students a feeling of dedication and devotion to children,

without which child care is little more than an ineffectual and mechanical custodial task.

Because of the newness of this curriculum, suitable textbooks were lacking at the outset. Hence, it became necessary that the instructional staff prepare textual materials. First distributed to students in duplicated form, they are gradually being put into final shape and published.

Present Status of the Program

Fourteen of the original child care students were graduated in June, 1968. Thirteen of these graduates are currently employed as child care technicians. Two other students who were unable to return for their second year are also working in children's institutions.

The second class had an initial enrollment of twenty five, seventeen of whom will be graduated in June of this year. The current full time freshman class contains twenty three young men and women.

In addition, fifty three students are pursuing the child care curriculum on a part time basis, attending classes during the late afternoon and early evening. They expect to finish their studies and receive the A.A.S. degrees in 1972.

So fourteen child care technicians have been graduated, and ninety three students are currently enrolled in the curriculum.

Two instructors devote full time to the child care courses, and four more teach in child care on a part time basis. In addition, supervisory persons in sixteen child care institutions assist in guiding students during their field placements.

Qualifications of Graduates

All reports from institutions where graduates are currently employed indicate that their work is outstanding. Institution administrators and supervisors speak with extreme praise for these new technicians. Such is understandable, in view of the fact that their performance is generally compared with that of the traditional child care worker who has no opportunity for education. Where graduates have been observed in their employment, however, their former instructors have found them performing up to the high expectations held for them.

As has been indicated, the purpose of the curriculum was not to educate people to do the work already being done by persons without education in child care. Its potential value to the institution was to prepare graduates to carry out essential work with children hitherto either not done at all, or, in some cases, handled only by professional staff members. In only one institution are graduates given the responsibilities with children that their education, field experience, and ability make possible. The two employees at that institution work with children and staff as child development technicians. They confer with professional and non-professional staff members, evaluating the developmental accomplishments of each child, establishing a continuing developmental program for each child, and, working closely with all staff personnel concerned with the child, implementing the program and evaluating its outcome.

Also, some graduates of the Dutchess Community College child care program, after only a short time in the institution of their employment, have been able to assume some supervisory functions.

Most of the students in this program are young people who have only recently finished high school. This is as it should be. They have little to unlearn about child care, are fully capable of learning new concepts in child development, and bring a fresh outlook to the institution. Unfortunately, some institution directors still believe advanced years to be a requisite of the person working with children. Children in institutions relate well with our young graduates, even though the age difference may be in some cases quite slight.

Cooperation With Residential Care Field

A child care curriculum cannot be pursued in a vacuum. Theoretical classroom instruction must constantly be given practical application by the student and tested in the field if it is to have meaning for him. Consequently, field work in the curriculum at Dutchess Community College not only parallels course work, but is an integral part of it.

Fortunately, this college is surrounded by a variety of institutions, both public and voluntary in ownership. These institutions are a constant resource for field trips, case studies of individual children, and work experiences in the total child care field.

The willingness of institution personnel to assist in

the practical education and training of students is deeply appreciated. Supervision of students in field assignments is time consuming. Institutions which cooperate in this work stand to gain, of course, in that they will be helping to make available for employment many outstanding technicians in child care.

Representatives of agencies and institutions also offer great assistance in serving on the advisory committee to the child care program. This committee, consisting of twelve leaders in the field, rotated annually, was established when the curriculum had been formulated and the ad hoc committee was discharged. It meets two or three times a year to offer guidance to the teaching faculty in matters of recruitment and curriculum implementation. The child care curriculum could not have been as successful as it has been without the contributions of these persons. A constant link has been maintained through the advisory committee with the child care field.

Availability of Necessary Resources for Employment

Graduates of the child care program at Dutchess Community College have been employed in Dutchess County and other places in New York State, in New Jersey, Rhode Island, and California. As long as this program and others can produce child care technicians, jobs will be available. Graduates may be expected to seek employment, of course, where pay and working conditions are most enticing.

Possibilities of Expansion

Dutchess Community College is in no position at present to consider expansion of its full time, two year program in child care, although many more applicants are available than are now being accommodated. Limited classroom facilities will not allow an enrollment of more than twenty five freshmen each year. Expansion of child care education rests with other two year colleges throughout the state and nation. The practicability and immediate value of such a program has been demonstrated. It is up to other colleges to set up curricula similar to those now in existence.

Some expansion has occurred, however, through the commencement of a part time curriculum in the fall of 1968. The New York State Department of Mental Hygiene, through one of its institutions in Dutchess County, asked that an extension program in child care be established for its employees on its own grounds. Consequently, classes were begun at Wassaic State School, an institution for the mentally retarded, for about

twenty five selected employees. These workers are given time off with pay to attend classes offered by the college at their institution and to pursue field work at other institutions. A similar extension program was started during the current semester at Hudson River State Hospital, with twenty eight persons enrolled. Five of the part time students are employees of nearby voluntary institutions; the remaining forty nine are Department of Mental Hygiene employees. Courses, texts, and instruction offered in the extension programs are identical to those offered in regular classes. The two year curriculum, however, is extended over a longer period.

Concurrently with the establishment of the extension program, the New York State Department of Mental Hygiene began the process of establishing through the State Department of Civil Service a new employee classification: the child care technician. Beginning pay is currently set at approximately $6,200.00 per year. Two child care graduates from Dutchess Community College have been hired in these new positions. The incentive for Mental Hygiene employees is great, since they can anticipate a marked increase in pay upon graduation, as well as a position with greater responsibilities than they now have toward their child-patients.

Outlook for the Future

The future for child care education and for child care itself is entirely in the hands of the children's institutions and their parent boards and agencies. Since colleges, particularly community colleges, respond to the pressures within the geographical areas which they serve, they will establish curricula for educating child care technicians, provided the need for such curricula are brought to their attention. For the establishment of effective programs, though, two major matters should receive the attention of the leaders in residential child care.

First, salaries and working conditions will have to be altered to attract graduates to the employment for which they have been trained. The level being established by the New York State Department of Mental Hygiene can serve as an example for other public and voluntary institutions. The salary previously mentioned is for a 40-hour week, consisting of five 8-hour days of continuous employment. No part of the salary is paid in food or lodging or other fringe benefits. The retirement plan is paid for by the employer. There are no split shifts, and no demands are made that the child care technician live on the institution grounds.

Second, and of even more importance, the duties and responsibilities of the child care technician must be redefined. Voluntary institutions have accomplished a great deal within the past decade toward offering professional and other services to their children. In some cases, however, they have placed total jurisdiction over the child and his care in the hands of professional persons, thereby rendering child caring people impotent and ineffective in their efforts to influence the child. Some institutions, moreover, have become, in the name of efficiency, so departmentalized that interdisciplinary communication and cooperation have almost completely disappeared.

It is evident that a reassessment of child care is in order. After that step has been taken, positions of persons in all disciplines should be redefined. In the process, departmental barriers should be diminished to allow for the maximum communication and cooperation in problems of child rehabilitation and development. Finally, the child care technician should be elevated to a position in which he can take an equal part in making decisions about programs and its application to children, along with all other staff personnel directly concerned with children.

The child care educator, of course, should not attempt to dictate to institutions in areas of staff structure or program. He is duty bound, however, to point out to institution management that, with the development of educational programs for child care technicians, the opportunity is presented for marked advancement in the total field of residential child care. It is hoped that administrative and supervisory persons in institutions and their boards of directors will consider the vast implications here and, at least, raise their sights enough to put graduate technicians to work in positions of greater responsibility and influence than heretofore allowed the institution houseparent.

Partnership Between Community Colleges and Child Care Agencies In the Training of Child Care Workers*

Leonard Romney, Chairman
Human Services Department
Rockland Community College

I. Ideas and Concerns: An Overview

The programs for training of child care workers in community colleges are new. We at Rockland Community College are viewed as veterans with three years of experience. This newness suggests the need for experimentation, shared identification of problems, and earnest communication between college and collaborating agencies. These general considerations are basic to the development of a partnership between agency and college and should guide the development of collaborative relationships.

The concept of partnership was both explicit and implicit in the Human Services Program at Rockland. In the child care training program the Child Care Subcommittee of the Catholic Charities of the Archdiocese of New York participated with several other agencies in our early efforts to plan and develop our curriculum. Child care workers from these agencies have taught some of our courses. This collaboration also extended to the area of field instruction.

As an integral part of the partnership between college and agency, a faculty field advisor based in the college is assigned to work with the agency. The reasons for this are:

(1) The uniqueness of the two year programs requires new alignments;

(2) Both college and agency have the opportunity to develop increasing competence in the supervisory function and in delivery of child care services;

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(3) It is a more economical arrangement. Neither community colleges nor child care agencies can afford to assign a full time staff person to supervision of student field placements. A college-based field supervisor provides coordination of placements in the agency in congruence with the school program;

The agency field supervisors, many of whom are performing their first supervisory function, will benefit from opportunities to engage in supervisory training workshops provided for field instructors by the school. In this manner, the effects of good supervisory practice may be multiplied.

Experimentation and sharing within the concept of this new two year program does not mean that anything goes. Our experience suggests that often the strain between agency and college lies in the nature of the intern's supervised practice experience. There are two tasks in the internship, one is learning and the other is service. While this author subscribes to the principles of "learning by doing," it is important to recognize that not all "doing" is learning.

We have to recognize that the needs of the school for learning may not exactly parallel the needs of the agency for service. Meeting the needs of both collaborates in a function such as child care requires some earnest work together. Specifically, we need to know:

(1) What learning is required?
(2) How does it come about?
(3) What concept of supervision will get us there?

Let me attempt to answer these three questions. When we talk about students we must be clear as to who they are. The student who is already an employee does not need orientation to the agency, but perhaps does need a broad perspective in the field of child care. In addition, this student should be helped to move from his accustomed style of work to a sense of purpose in working with people. This student may also need some formalized principles of group process in order to understand both the cottage and the staff team as human social groups subject to the dynamics of groups. In addition, the student needs to be aware of his or her style and its effect on others. This does not mean that supervisors should serve as junior therapists to their supervisees. The overt behavior

of the student should be the subject matter for teaching.

Supervision is a process; this means that there is a beginning, a middle and an ending. Each phase of this process requires preparation by both parties, development of a relationship, and a sense of honest give and take which will allow the student worker to grow on the job. Unless time, space, administrative commitment and educationally based supervision are provided, the growth of the student cannot be assured and the professionalization of the field of child care can be obstructed.

This concept of supervision requires acceptance by both agency and college. It requires that supervision should be a teaching-learning process. It is this teaching-learning process which gives meaning to the respective work of supervisees and supervisors. This focus requires that the supervisor become a trainer whose function is to facilitate learning. For this reason the supervisor should have some understanding of principles of teaching as well as the techniques of supervision.

The supervisor should structure the supervisory conference so that the supervisee is actively engaged in the learning process. This requires preparation for a conference, reading of the student's record, writing initial questions and listening to what the student is saying. These skills are not learned simply through training programs. The whole atmosphere of the child care institution must reflect its commitment to learning. Supervision which is primarily concerned with administration, or supervision which is conducted only on an emergency basis does not lead to this process of education.

At Rockland Community College we have begun to develop a structure in which the partnership of agency and college can operate. This partnership has been implemented in several ways. The first was the formation of a Child Care Advisory Committee which participated in our Advisory Institute for Training of Support Personnel. This Child Care Advisory Committee recommended the initiation of short-term supervisory training programs planned by child care practitioners with staff consultation. Another development was the utilization of Rockland Children's Psychiatric Hospital as a "training center" for our students.

The Child Care Advisory Committee is also involved in the task of curriculum development to determine: What standards are required for field instruction? Who shall be the

supervisor? How can sequences of field instruction be developed? What commitments must be made by the agency to carry out the program of field instruction? What should be the content of the specialized electives in the community colleges? How can the field practicum and class work be integrated?

To deal with some of these issues the staff of the agency should be totally involved in the process of conceptualizing the field instruction experience and providing a competent level of field supervision. This process is enhanced if a faculty member visits the agencies and involves the staff or if the supervisory team is located at the college. This commitment to assume joint responsibility for the learning process is essential. If the faculty member provides the supervisory function, some benefits of the learning task may be enhanced, the continuity between college and field experience established and the consistency between philosophy and practice strengthened.

II. Benefits of agency based supervisor and college faculty field instructor model

What then are the benefits of this agency based supervisor and faculty field instructor model, as opposed to a college based supervisory model? From the viewpoint of community colleges it is more economical, and we all know that economics affects education. Community colleges cannot afford one supervisor for six students. Even if this is more desirable it is not feasible, given the current economics of higher education. More important, however, it dilutes the sharing of responsibility which is inherent in the partnership concept.

If the agency is not involved in the planning, assigning and structuring of the field placements and in the allocation of staff time for supervision, it is providing only a host function. It provides a place for the practice of the student without becoming part of the formal partnership with the school. It has no real responsibility or commitment to the learning process.

In child care as an emerging discipline there are additional concerns and negative factors if the agency is not operating as a full partner. The students may be resented by long term staff who do not have the same opportunities as the students, thus creating a strain within the agency. Staff may perceive the students as an alien element moving in to take over the care of "their children." These administrative and staff morale factors must be considered.

On the positive side, the supervisor of practice who is provided by the agency can help the agency enhance its own standards of supervision. Agency supervisors of practice can increase their skills by participating in the training program for supervisors offered by the college.

The perspective of the agency and the college can be widened through such an arrangement. For example, the perspective of the college training program calls for students to become aware of broad developments in the child care field. These broad developments may not be oriented to the specific needs of the residential child care agency. The division of function between inservice training and preservice education has to be considered and clarified. Inservice training carried out by the agency requires that the techniques of residential child care and the specific agency policies should be incorporated by the student or worker. The preservice educational needs require that the student have broad opportunities for career development in the field of child care which may not necessarily be located in the specific agency. The difference in orientation obviously requires a continuous dialogue, modification and evaluation in which the agency as well as the school have a mutual investment.

The students, agency staff and college in partnership can create a broader horizon of concern for good child care practice. For example, some of our students have been concerned with what happens when children return to the community. When this issue is shared as part of agency-based supervision, a more comprehensive concept of residential therapy can be defined. The orientation of both the agency supervisor and the student can become one of total rehabilitation for the child rather than the narrower concern of accommodating the child to the institution.

III. Other aspects of partnership

As the agency supervisor becomes more familiar and involved with the community college, there is mutual recognition of shared problems and concerns. Job development can be structured through the communication channels agreed upon by both institutions. The college population can provide an ongoing source of staff recruitment. Within the context of a shared partnership between college and child care institution, regional job pools can be developed in which a number of child care organizations can consolidate their recruiting efforts.

The readiness to learn is enhanced both in institutions

and individuals when there is a commitment to the learning process. This commitment involves sharing of resources, thoughts and feelings, questioning of each partner, and the development of new child caring methodologies. From this commitment we can begin to identify in greater detail both the generic and specific knowledge required for training child care workers.

These newer concepts of team training may suggest lessening of the boundaries between school and agency in the future.

The agency's commitment through provision of budgetary allotments for training requires an equal commitment by the school to provide the liaison for its students. Only when there is this true sharing of responsibility will we be able to expand the partnership between college and community agency on behalf of children.

Utilizing Agencies As Training Centers*

Edwin Millard, Executive Director
Albany Home for Children

In addressing itself to the practice component in the training of child care workers in community colleges today's conference seeks to study a major issue stemming from the inception of the Dutchess Community College program. From the agency vantage point, its utilization as a training center is not to be undertaken lightly. Serious thought should be given to the obligations and consequences involved in such an undertaking.

While residential settings have many common features, each is unique in many ways: size, location, staffing patterns, type of children served, philosophy of program, staff development program, administrative attitude and commitment to training, willingness to commit funds to meet the costs of the program. All of these factors should be taken into account when an agency is selected to provide training for students.

An equally close examination of the college program by the agency is vital from the viewpoint of the agency. Some considerations are:

(1) Type of student enrolled (older experienced or younger inexperienced);

(2) Attitude of college staff toward agency, willingness of the college to include the agency as part of an advisory committee;

(3) Selection of a person to serve as college liaison worker and/or student supervisor;

(4) Amount of time available for college personnel to guide students in the practicum experience;

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(5) Readiness to learn more about the agency and its functions and to work out problems as they arise;

(6) Financial support available from the college; and

(7) The nature of the curriculum and goals of the training program.

Before becoming a training center the agency should study the college training program as thoroughly as the college should study the agency before acceptance as a center for practice training. In these initial stages every effort should be made to establish and maintain open and candid communication. Each partner should be willing to direct his attention to the problems of the other and seek common solutions. Listening to the other party becomes paramount since each party approaches the training program from a different background of experience and professional orientation.

Assuming that the agency and the college have completed their review and reached a mutual agreement, consideration should be given to the specific program to be carried out. Such consideration should involve an examination of the following factors:

1. Student's relationship with agency staff

Students provide a different dimension to an agency operation. They are outsiders and may never really become fully integrated members of the team because of their transient situation. Their relationship to the agency may be casual, less committed, more personally centered than that of other staff members. This unique situation may cause the staff members to be threatened by the presence of students. Students with an orientation to learning may challenge staff, administration and agency concepts which may threaten the agency's operation. To allay his own anxiety, the student may try to establish himself as an expert in the field.

This precarious relationship must be recognized. It is wise to indoctrinate staff and students on their role and responsibilities, and to point out the pitfalls to be avoided. At the same time, efforts should be made to use these relationships positively to help the student mature in his understanding and performance. By dealing forthrightly with each other, everyone is less likely to be threatened by the process and more likely to benefit from the experience.

2. Student-child relationships

Great care should be exercised in introducing the student to the program. If the staff treats the student as a respected coworker, the student's relationship with the children will be enhanced. Otherwise the children may perceive the student as of secondary importance. Another problem is the impact on the children of the short term presence of the students. This problem is more severe when too many students go through the program in a short span of time.

3. The student supervisor in the agency

This network of relationships is complex and crucial. From the viewpoint of the agency, the supervisor should be an agency employee. This provides greater integration in relating student performance to agency service, since the supervisor knows the agency program. There is also greater control by the agency. Staff-student conflict is reduced when a regular staff worker serves as supervisor. The regular staff is more likely to accept the training process. This arrangement also can serve as a further bridge between student, staff and agency.

The agency supervisor should have been trained as a child care worker and as a supervisor. If training in supervising students is lacking, the college and the agency should share responsibility for developing a training program for student supervisors. The supervisor holds a unique position in meeting the requirements of both the agency and the college, and functioning as liaison between staff and students. Since the selection and training of the supervisor is of great importance to the agency, considerable time and effort should be devoted to this. He is perhaps the most important staff person to the agency, the student and the college.

4. Relationship between college and agency

The college should be prepared to provide regular liaison with the agency through a designated college-agency liaison person. While this contact should be primarily with the agency's student supervisor, it should also involve contact with the administration. In this way he can help the agency meet its obligations to the college and the student.

The college-agency liaison person should be knowledgeable and experienced in residential settings. If he is not, the agency will find it difficult to communicate with him. A period of observation and actual involvement in the agency is desirable.

5. Selection of students assigned to the agency

There should be some mutual agency-college agreement as to the kind of student who can be best trained in the particular agency. The college and the agency should share in the selection, confirmation, and review of the student. This protects both partners as well as the student from embarking on an unrewarding or unpleasant experience.

If the agency is to contribute to their training, the students selected should be potential employees for the agency and be likely to remain in the field of child care. When this is not so there should be a reexamination of the college-agency training objectives.

Some agencies prefer older students to the younger high school graduates with limited life experience, and where feasible the community college should respect this preference. Where this is not feasible, some agencies can still effectively train the younger students to make a significant contribution. The service-oriented commitment of many of today's youth can be a significant factor in the long range development of the profession of child care.

6. Financial considerations

Any agency undertaking a student training program will incur direct or indirect expenses which can be of some consequence if the supervisor is a member of the agency staff. In addition, other expenses of a clerical, administrative or operational nature will accrue. The agency and the college should review and understand these specific obligations and be prepared to meet them.

The Promise

For an agency or college to undertake this type of collaboration, an unswerving commitment to the training of residential child care workers is necessary. While the immediate gains may be minimal, the long range rewards of improved child care personnel will constitute the major justification. The contribution to the development of a career line in child care will also be immeasurable.

It is obvious that any agency that enters into a community college training program for child care workers must be prepared to alter some of its practice and make sacrifices to attain this goal of improved practice. However, such

"sacrifice" may not preclude immediate rewards. If the student has had a positive experience, the agency is in a preferred position to hire the student upon graduation. Agencies engaged in training other technicians and professionals have enjoyed this type of opportunity and it can be expected as well in the child care training program. A child care worker with an A.A. degree in Child Care, who is capable and committed to the field as a career, can be of immeasurable value to the agency.

The presence of students in an agency also sharpens the concept of child care practice. Although painful on occasion, the impact of a student evaluation can be constructive.

As child care training in community colleges expands and develops, improvement in child care practice and an expanded body of theory, knowledge and technical skills should evolve, upgrading the quality of residential child care in this country. Better training will reduce the labor turnover and attract more qualified students to the child care field.

Conclusions

As the partnership between the community college and the residential child care agency develops, it becomes clearer that both must work closely together and share the responsibilities of the training program. To this end, an open and candid flow of communication is essential, with both partners listening to each other and seeking common solutions to problems in the agency and training program. Both parties should place a high priority on the practice experience and should be prepared to make changes when indicated. Renewed effort and commitment to training will bear fruit in improving residential care.

The Institute for Child Mental Health should continue its efforts to organize, design, develop and provide consultation around the practicum experience. With the help of the Association of Child Caring Agencies of New York State, the community colleges should explore and review the field work experience and seek out desirable sites in agencies that can provide valuable training programs. The Institute for Child Mental Health should continue to serve as a catalyst for this purpose.

The Practice Component In Training Child Care Workers In Community Colleges

Summary of Discussion*

Discussion centered around the question of what constitutes competence of the supervisor and how to select the best qualified worker to supervise students within the agency. Supervisory competence is not necessarily related exclusively to the acquisition of professional degrees. In practice it is more often a product of direct experience as a child care worker plus a commitment to supervision as learning and teaching. However, not all capable child care workers should be considered for the position of supervisor. Some have never experienced supervision themselves, others are unable to assume a teaching role in relation to other child care workers. An experienced child care worker with a "natural" style who is provided with training in principles of learning and supervision would be a suitable candidate for a supervisory position.

The development of well defined standards for supervision is essential to insure a learning experience for students. These standards should be developed jointly by the college and the child care agency.

The college field advisor should be responsible for assigning the students to the appropriate agency and maintaining a continuous and close relationship with the agency student supervisor.

To fulfill the obligation of the agency in this college-agency partnership, the latter must make a serious commitment to the progress and learning of the students. It is essential to allow necessary time for regular supervisory conferences. This commitment may involve, among other things, a sharing of the costs of supervision, joint exploration of problem areas, and the joint formulation of operational guidelines to clarify roles and responsibilities. This should be a commitment on the part of the administrator, senior staff and child care staff.

The fulfillment of a reciprocal commitment on the part of

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the college is often hindered by administrative regulations regarding required teaching hours and the lack of adequate provision for travel time necessary for the college field advisor.

Participants emphasized the difficulty and complexity of the job of training individuals for the child care field. Agencies tend to look to the colleges to train their child care workers. Colleges look to the agencies for field placements for their students and job opportunities for their graduates. While neither partner has all the answers, both groups are now closer to joint solutions than they were two or three years ago.

Turning to the design and content of a curriculum for training child care workers, the group emphasized the importance of integrating theory and practice. What is the relationship between thinking and doing? How can the findings of recent research in child development be translated into workable daily practices? Is there actually a technology of child care upon which a broad curriculum can be built? Is child care a separate discipline with a definite body of knowledge?

The community college should involve the agency representatives in the process of curriculum development. At the same time it should be recognized that there may be occasions in which the college's interest in teaching and the agency's interest in providing services may be in conflict, although their long range goals of serving the needs of the community are the same.

Another problem in relation to curriculum development centers around the need for adaptations both in the course content and supervised practice to meet the different educational and training needs of the two different populations of students. There is one group of students who are young high school graduates with no previous work experience. Another group consists of experienced child care workers who are resuming their education by enrolling in the community college. Dutchess Community College is surrounded by a number of children's institutions and therefore has a large population of older students who are employees in these institutions. With two such divergent age and experience groups, the necessity for flexibility in training programs is highlighted.

There was general consensus that colleges should not train child care workers for specific agencies any more than social work schools train social workers for specific agencies

or schools of education train teachers for specific schools. However, practicum training does take place within a specific agency. In order to bridge the gap between general college training and the requirements of the specific agency, an intensive inservice training experience is essential.

In the course of their practice experiences students frequently encounter a range of unacceptable practices, or may be given responsibilities beyond their abilities without adequate professional support. Here the necessity for adequate supervision on the part of both the faculty supervisor and the agency student supervisor are highlighted.

In order to develop a curriculum that can be most useful to child care workers in different types of children's institutions, certain common elements should be included. There is a generic foundation for all child care work. Students should know something about the behavior of children, how to develop a helping relationship with groups of children and how to communicate with colleagues. The learning of these generic principles can be made more meaningful by providing the student with specific sequential experiences within the agency. Some of these tasks are described in detail in The Professional Houseparent by Eva Burmeister.*

The notion of the child care worker as a junior partner in the professional team should be reexamined. The second class citizenship often afforded the child care worker is highlighted by the frequency with which child care workers seek advice from psychiatrists on how to handle specific situations. Often the advice sought (1) is not forthcoming, (2) is impractical, or (3) recommends a technique of intervention which has already been used and failed. If child care is understood and respected as a distinct technology with its own rationale and practice, the child care worker in need of help should seek out a person of supervisory status in child care.

In one agency an attempt was made to professionalize the child care function through reorganization of the treatment structure with child care as the focal component of treatment. In this context treatment became inseparable from daily living and the handling of daily crises with the children. Unfortunately this experiment was short lived and this structure was

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*Burmeister, Eva. The Professional Houseparent. New York: Columbia University Press, 1959.

abandoned when a new administrator arrived at the agency. The agency returned to the old pattern of separating the function of treatment and the function of child care, which is contrary to the view of the primacy of child care as a rehabilitative function, as seen by the members of this workshop.

In addition, the separation of these two functions leads to a breakdown of communication in which professional vocabulary takes over, and thereby the role of the child care worker in decision making is minimized. In a study of twelve institutions in the United States made by Van Hromodka,* he found that the only decision that all child care workers could make in all institutions was the assignment of housekeeping chores. While much of this has changed in recent years, the extent and degree of professionalization of the child care function in actual practice within the institutions is meager. This is so despite the fact that the intelligent, sensitive and capable child care worker is often the only person who really knows the child and his problems.

The actual role and responsibilities of the child care worker seem to vary in different institutions ranging from the highly restricted custodial role to the assumption of guidance and counseling functions. This range of different perceptions of the child care worker's function calls for different levels of training for different job assignments.

The two year community college training program, however, does not totally solve the problem of professionalization of child care. If child care workers are to eventually serve as primary coordinators of the treatment program, training will have to go beyond the two year child care training programs within the community colleges. The two year training program is merely a beginning.

The members of the workshop considered the value of a training program leading to a B.S. degree in child care. This kind of training would prepare people for leadership positions including responsibility for supervised practice of trainees in child care.

A special problem arises from the fact that agencies which had been hiring college graduates without practicum training are now being asked to hire two year community college graduates who do not have sufficient education or

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*Hromadka, Van G. Child Care Worker on the Road to Professionalization. Hawthorne, N.Y.: Hawthorne Center for the Study of Adolescent Behavior 1966.

experience to adequately participate in team functioning. Realistically the agency cannot expect the graduate of a two year program to do the same kind of a child care job that is expected of the graduate of a four year program. On the other hand, college graduates without specific child care training and a practicum experience may also flounder on the job.

The choice of hiring one or the other type of applicant remains a matter of the judgment of the administrator. Some agencies give the two year and the four year graduate the same salary, unless the four year college graduate has a wealth of background in child care. In either case, how the person's talent is utilized depends on the structure of the agency, the kind of support, protection and supervision provided to the new worker, and the philosophy of the director of the agency. The provision of ongoing inservice training is also essential for the new worker as well as the long term staff.